

Learning for Living
Otago Polytechnic Cluster
Read with Understanding

Steps in mapping text

1. Decide how you want to use the text:
 - *What teaching and learning purposes could it serve?*
 - *Through using it, what could you find out about your learner/group?*
 - *Through mapping it, what could you find out about the text?*
2. Decide how much of the text to map – one page of any document is usually enough.
3. Decide which progressions to map the text against: you may not need to map them all.
4. Try a “best guess” by using the **summary chart** first to get a general feel for the text
5. Use the **mapping template** to map the text against each progression. The questions in the template are designed to help you justify or revise your guesses about the text.
6. If you are familiar with mapping texts, you may wish to use the **alternative mapping template**
7. Review your “best guess” summary chart and revise it if necessary: this is the “map” of the text

**Read with Understanding
Mapping Template
Summary Chart – Reading**

Text _____

Step	Decoding	Vocabulary	Language & Text Features	Comprehension	Reading Critically
1					
2					
3					
4					
5					
6					

Appendix B.5: Restaurant review (extract)

Main Course

The staff may be a bit forward, but Restaurant X delivers where it counts, says **Karl du Fresne**.

Do we kiwis sometimes take the egalitarian thing a bit too far? When I rang Restaurant X to book a table, I was addressed as “mate”. The same contrived familiarity applied at the restaurant door, where we were given the fatuous “Hi guys, how’s your day been?” treatment (as if our greeter was remotely interested). Later, at the table, our young waiter saw me taking notes and cheekily asked what I was up to. An old-school maitre’d would have considered this impertinent enough to warrant a sacking.

I don’t care for stiff formality, but neither do I particularly like the “kick back, dude, we’re all cool here” school of table service. Give me something in between. Other than that, Restaurant X does the business well.

It was a long time since I’d been there, and I was curious to see whether you could still read *War and Peace* between courses (the answer is no – the service was commendably snappy).

... We cast off with whitebait salad (\$25.50) and a seafood chowder (\$23.50) – both tasty enough, though nothing special. ... But ... Restaurant X delivers where it counts most. My wife’s prawn and crab risotto (\$34.50) was flawless: rich and sumptuously creamy ... My main of seared, big-eye tuna came ... tender and fresh, and married beautifully with the piquant accompaniments. ... The meal ended with a flourish – a dessert called gorgonzola dolce, a gorgonzola-flavoured crème brulee (\$12). Wickedly tasty ...

Verdict: If you don’t mind the *Sportscafe*-style badinage, this is a seriously good restaurant – in fact, sweet as, mate.

[Source: *Sunday Star Times*, Sunday magazine, 8 October 2006, page 46.]

Appendix A.2: Mapping Template

Text: _____

Decoding

Step	Questions	Examples from the text
1	Are most of the words familiar, high-frequency everyday sight words?	
1	Can the words be decoded using simple strategies, such as: recognising words by their length and shape; applying letter-sound correspondence rules, eg, regular vowel sounds (short as in "an egg is on us"; long as in the names of the letters a, e, i, o, u); sounding out syllables, eg, <i>re/mem/ber</i> , <i>fam/i/ly</i> ; recognising simple rhyming word patterns, eg, <i>at</i> , <i>cat</i> , <i>chat</i> ?	
2	Are most of the words everyday sight words?	
2	Can words be decoded using a wider range of simple strategies, such as: applying knowledge of word families (eg, <i>walk</i> , <i>walks</i> , <i>walking</i> , <i>walked</i>); recognising common morpheme patterns (eg, <i>un-</i> , <i>-ed</i> , <i>-ly</i> , <i>-ful</i>); identifying common compound words (eg, <i>lunchroom</i>); using association to infer the unknown from the known (eg, <i>lane</i> → <i>bane</i>)?	
3	Are most of the words everyday sight words?	
3	Can longer, complex words be decoded using more complex strategies, such as: drawing on context (the words nearby) to monitor for accuracy and sense, eg, <i>Given/First Name</i> ; recognising spelling patterns (eg, <i>gar-</i> in <i>garden</i> , <i>garbage</i> , <i>garlic</i>)?	
4	Are there some key words that are specialised and/or multi-syllabic?	
4	Can words be decoded using a wider range of more complex strategies, such as applying knowledge of: word origins; shared roots for specialist words (eg, <i>produce</i> , <i>producer</i> , <i>product</i> , <i>production</i>); word structure; syllable divisions?	
5	Are there many complex, specialised and/or irregular words?	
5	Are there some words that do not need to be decoded, eg, words that are complex but insignificant for understanding the text?	
5	Can words be decoded using a range of strategies from several sources of knowledge, such as: context clues; own experience of other text and world; understanding of text and sentence structure; analysing words (eg, identifying less-common compound words and/or prefixes and suffixes, such as <i>inter</i> , <i>poly</i> , <i>geo</i> , <i>bio</i> , <i>contra</i>); inferring the unknown from the known?	
6	Are there many complex, specialised and/or irregular words?	
6	Are technical, specialised and other unfamiliar words ones that could be decoded rapidly by a fluent reader?	

Vocabulary

Step	Questions	Examples from the text
1	Does the text use mostly high-frequency everyday sight words, signs and/or symbols?	
1	Can the meanings of words, signs and/or symbols be accessed using simple strategies, such as: recognising words, signs and/or symbols by their length and shape; applying knowledge of familiar words, signs and/or symbols?	
2	Are most of the words everyday words?	
2	Can the meanings of words be accessed using a wider range of simple strategies, such as: applying own experience to predict meaning of words; using illustrations and other graphics for clues; understanding that some words can be split into specific parts, and recognising that each part has meaning (compound words, prefixes and suffixes, eg, <i>play</i> , <i>re-play</i> , <i>playful</i> , <i>playground</i>); applying knowledge of word families; understanding many words have more than one meaning; recognising purpose and meaning of common acronyms (eg, <i>EFTPOS</i>) and abbreviations (eg, <i>ie</i> ,).	
3	Can the meanings of everyday and some less common words be accessed using more complex strategies, such as: inferring meaning through context and knowledge of sentence structure; distinguishing figurative and literal meanings; recognising and understanding less common acronyms and abbreviations; using basic knowledge of dictionary, eg, using alphabetical order of initial letter, use of words at top of page, interpreting definitions?	
4-5	Are there some key words that are specialised and/or multi-syllabic?	
4-5	Can the meanings of words be accessed using a wider range of more complex strategies from several sources of knowledge, such as: recognising and understanding some general academic and specialist words; recognising which specific words are key to the text; using more advanced knowledge of dictionary, eg, to locate starting point through use of alphabetical order within a word; to apply generative principles by using known parts of words to extend vocabulary; to explore word derivations?	
6	Are there many complex, specialised and/or irregular words?	
6	Can the meanings of words be accessed in a wide range of contexts using reference material and sources, such as: context clues; own experience of other text and world; understanding of word structure, related words, word roots, derivations, borrowings; using advanced knowledge of dictionary, eg, to navigate structure of standard dictionary entries; to locate all types of information provided about each word; to interpret abbreviations used.	

Language and text features

Step	Questions	Examples from the text
All	What type of text is this? What features tell you this?	
All	What can you say about the forms and functions of the words? Consider: word endings (showing tense); linking words (linking ideas, actions, points); word order (signalling active, passive).	

Comprehension

Step	Questions	Examples from the text
1	Is this a short, simple text?	
1	Can the meaning of the text be accessed using simple strategies, such as: beginning to apply own prior knowledge to predict sense and meaning; using meaning clues or images in the text; listening to a more expert reader read it aloud?	
2	Is this a short, simple text?	
2	Can the meaning of the text be accessed by using a wider range of simple strategies, such as: applying own prior knowledge; forming hypotheses (making predictions); using simple fix-up strategies when comprehension breaks down?	
2	Can the reader achieve their purpose for reading using simple strategies, such as: locating specific details rather than reading the whole text?	
3	Is this a longer or more complex text?	
3	Can the meaning of the text be worked out, predicted and checked using a wider range of strategies, such as: drawing inferences (reading between the lines); creating mental images (visualising); integrating information from various sources (eg, Decoding, Vocabulary, Language and Text Features); referring to dictionary when comprehension breaks down?	
3	Does the reader need to use strategies to achieve their purpose for reading, such as: identifying main ideas; making use of text structure knowledge (using organisational features, eg, contents, index, menus); skimming and scanning headings, sub-headings, key words?	
4-5	Is this a more complex, specialist text?	
4-5	Does the reader need to select and integrate appropriate strategies to achieve specific purposes for reading across a range of texts, such as: identifying main ideas and specific details; summarising important information; skimming for general gist and overall impression; scanning to locate information; applying close reading to obtain specific information?	

Step	Questions	Examples from the text
6 ⁺	Is the text part of a wider range of complex, more specialist texts?	
6	Does the reader need to select, integrate and evaluate use of strategies to achieve more complex purposes for reading, such as: judging relevance of specific information obtained through skimming, scanning and reading in detail; basing summarising on the above; identifying and noting key points for future reference; integrating prior knowledge with new information across several different texts?	

Reading critically

Step	Questions	Examples from the text
All	What assumptions does the writer make about the reader and their level of knowledge of the topic?	
All	How does the writer use language and text to achieve their purpose?	

Appendix A.3: Alternative Mapping Template

Text: _____

Questions	Comments	Examples from text
Decoding – step		
How simple or complex are the words in the text?		
Are there important words that do not sound the way they look?		
What strategies can be used to work out how to pronounce (decode) the words?		
Vocabulary – step		
How simple or complex are the words in the text?		
Are there everyday words that have a less familiar meaning in this text?		
Are there specialised or technical words that are not defined?		
What strategies can be used for accessing the meanings of the words?		
Language and text features – step		
What kind of text is this? How do you know?		
What can you say about formatting and its effect, eg: bold, italics, bullets, tables, diagrams, white space?		
How long and complex are the sentences? How many ideas are in each sentence?		
What can you say about the choice of words? How are they linked to the type of text and its purpose?		
Comprehension – step		
How complex is this text?		
Why would a person read this text?		
What comprehension strategies could a person use to achieve their purpose for reading this text?		
Reading critically – step		
Who wrote the text?		
Why did this person write the text?		

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